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ABSTRACT

This booklet contains sample items from the Missouri social studies test for eighth graders. The first sample is based on a speech delivered by Elizabeth Cady Stanton in the mid-1880s, which proposed a new approach to raising girls. Students are directed to use their own knowledge and the speech excerpt to do three activities. The second sample asks students to read two excerpts from a book, "The Rain Forest," and to complete three activities. The scoring guide for the released items from the social studies assessment test for grade eight provides a stem for each of three answers, gives a description of a top score-point response, an example of a top score-point response, examples of other acceptable responses, and points for responses. (BT)

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Missouri Department of Elementary and Secondary Education

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Missouri Assessment Program
Spring 2002

Social Studies

Released Items
Grade 8

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PO Box 480
Jefferson City, MO 65102
Phone: 573-751-4212, Fax: 573-751-8613

Directions

In a speech to a women's convention held in Akron, Ohio, in the mid-1880s, Elizabeth Cady Stanton proposed a new approach to raising girls. Read the speech excerpt below. Use your own knowledge and the excerpt to do Numbers 14 through 16.

Dear Friends: The great work before us is the education of those just coming on the stage of action. Begin with the girls of today, and in 20 years we can revolutionize this nation. The childhood of woman must be free and unrestrained.

The girl must be allowed to romp and play, climb, skate, and swim. Her clothes must be more like those of the boy—strong, loose-fitting garments, thick boots, etc.—so that she may be out at all times and enter freely into all kinds of sports. Teach her to go alone, by night and day, if need be, on the lonely highway or through the busy streets of the crowded city.

Courtesy Library of Congress

Elizabeth Cady Stanton with one of her seven children.

The manner in which all courage and self-reliance is educated out of the girl, her path portrayed with dangers and difficulties that never exist, is sad indeed.

Better, far, suffer occasional insults or die outright than live the life of a coward or never move without a protector. The best protector any woman can have, one that will serve her at all times and in all places, is courage. This she must get by her own experience.

The girl must early be impressed with the idea that she is to be "a hand, not a mouth"—a worker, not a drone—in the great hive of human activity. Like the boy, she must be taught to look forward to a life of self-dependence and to prepare herself early for some trade or profession.

Do you think women thus educated would long remain the weak, dependent beings we now find them? By no means. Depend upon it, as educated capitalists and skilled laborers, they would not be long in finding their true level in political and social life.

14 **Elizabeth Cady Stanton fought for women's suffrage, which is**

Ⓕ the right of women to vote

Ⓖ the right of women to assemble peaceably

Ⓗ the right of women to get an education

Ⓘ the right of women to own property

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15 Elizabeth Cady Stanton wrote a Declaration of Sentiments to appeal for women's rights at the Seneca Falls Convention in 1848. In this speech, she states "We hold these truths to be self-evident, that all men and women are created equal." To which document was she referring? What is one probable reason she used ideas from this document in her speech?

DO NOT WRITE HERE

16 What were three things Elizabeth Cady Stanton hoped to achieve by educating girls differently from the way they had been educated in the past?

1. _____

2. _____

3. _____

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Directions

Read these two excerpts from the book *The Rain Forest*. Use your own knowledge and the excerpts to do Numbers 18 through 20.

ENDANGERED FORESTS

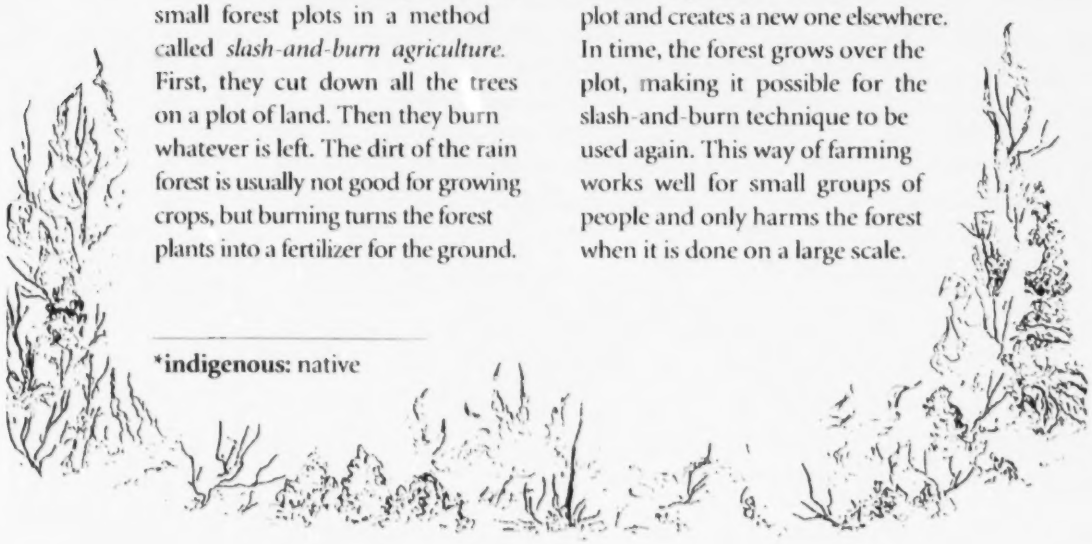
The following countries all have at least 2,500,000 acres of tropical rain forest remaining—an area slightly larger than America's Yellowstone National Park—even though all lost rain forest at a rapid rate during the 1980s. At least 2.5 percent of the forests were lost each year in the 80s, and if this rate of destruction continues, says the World Resources Institute, all the remaining forest in these countries, except some small areas protected by national parks, will be gone in about thirty years. And even those parks might not offer enough of the different kinds of plants that are necessary for rain forests to thrive.

AFRICA	ASIA	LATIN AMERICA
Ivory Coast	Nepal	Costa Rica
Nigeria	India	Nicaragua
	Sri Lanka	Paraguay
	Thailand	

SLASH-AND-BURN AGRICULTURE

Not all indigenous* peoples of the tropical rain forest are nomadic hunter-gatherers. Some get much of their food by raising crops on small forest plots in a method called *slash-and-burn agriculture.* First, they cut down all the trees on a plot of land. Then they burn whatever is left. The dirt of the rain forest is usually not good for growing crops, but burning turns the forest plants into a fertilizer for the ground. The newly enriched earth can yield good crops for a few years.

After all the nutrients in the soil are used up, a farmer abandons the plot and creates a new one elsewhere. In time, the forest grows over the plot, making it possible for the slash-and-burn technique to be used again. This way of farming works well for small groups of people and only harms the forest when it is done on a large scale.



*indigenous: native

18 **What is the main way that the slash-and-burn technique benefits farmers?**

- Ⓐ It preserves native plant life.
- Ⓒ It kills weeds for many years.
- Ⓑ It keeps soil fertile indefinitely.
- Ⓓ It puts nutrients back into the soil.

19 **Which of these is a DISADVANTAGE of slash-and-burn farming?**

- Ⓐ Fields are only usable for a few years.
- Ⓒ Forests will never grow again in the area.
- Ⓑ Fires reduce the fertility of the soil in the area.
- Ⓓ Farmers are able to grow only one type of crop on the land.

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20 You have a friend who was troubled by an article she read about the loss of rain forests in the Amazon River region. She asked you what she could do to try to protect the rain forests from being destroyed in the future. You may or may not agree with your friend's concerns, but you do have some ideas about what she could do to further the cause in which she believes. Explain two things your friend could do to help reduce the loss of rain forests.

1. _____

_____

2. _____

_____

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Missouri Assessment Program
Spring 2002

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Grade 8

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Session: 1
Item No.: 15
Page No.: 11
Content Standard(s): 1, 3
Process Standard(s): 1.10, 3.5

Stem:

Elizabeth Cady Stanton wrote a Declaration of Sentiments to appeal for women's rights at the Seneca Falls Convention in 1848. In this speech, she states "We hold these truths to be self-evident, that all men and women are created equal." To which document was she referring? What is one probable reason she used ideas from this document in her speech?

Description of a top score-point response:

The student names the Declaration of Independence as the document to which she was referring, and a reason why.

Example of a top score-point response:

Elizabeth Cady Stanton referred to the Declaration of Independence in her speech to show that women should have been included as full citizens from the start of the new nation.

Other acceptable response may include:

- The words used in the Declaration of Independence were powerful. They did not necessarily exclude women, but she wanted to use the words to show that women should be specifically included as full citizens of the United States (e.g., they should be able to vote).

Scoring Guide:

2 points	Complete response: the Declaration of Independence is mentioned and one reason for the reference given
1 point	Minimal response: the Declaration of Independence is mentioned **OR** one reason for the reference given
0 points	Other

Session: 1
Item No.: 16
Page No.: 11
Content Standard(s): 6
Process Standard(s): 1.9, 3.5

Stem:

What were three things Elizabeth Cady Stanton hoped to achieve by educating girls differently from the way they had been educated in the past?

Description of a top score-point response:

The student lists three things that Elizabeth Cady Stanton hoped to achieve by educating girls differently from the way they had been in the past.

Example of a top score-point response:

1. that women would be viewed as more business-oriented
2. to help women have more courage
3. to gain equal rights for women

Other acceptable responses may include:

- to give women a place in political life
- to revolutionize the nation
- to change attitudes about women
- to change women's attitudes about themselves
- to give women a place in social life

Scoring Guide:

2 points	Complete response: three of Stanton's hopes or possibilities listed
1 point	Minimal response: two of the above listed
0 points	Other

Session: 2
Item No.: 20
Page No.: 20
Content Standard(s): 3, 5
Process Standard(s): 3.5, 4.1

Stem:

You have a friend who was troubled by an article she read about the loss of rain forests in the Amazon River region. She asked you what she could do to try to protect the rain forests from being destroyed in the future. You may or may not agree with your friend's concerns, but you do have some ideas about what she could do to further the cause in which she believes. Explain two things your friend could do to help reduce the loss of rain forests.

Description of a top score-point response:

The student explains two ways a person could help reduce rain forest loss.

Example of a top score-point response:

1. Your friend could call her senator and ask the senator to work for the protection of the rain forests in this country.
2. She could also refuse to buy products from companies whose practices contribute to the destruction of the rain forests.

Other acceptable responses may include:

- write to elected officials of the Amazon nations asking them to establish more governmental policies helping the rain forests/pass laws protecting rain forest land/creating more national parks
- write to/call corporations that are responsible for this loss to encourage them to change their destructive practices
- write letters to the editor of a newspaper to educate others about the issues
- boycott companies that contribute to the rain forests' destruction
- donate money to environmental groups that help protect rain forest habitat
- encourage others to participate in similar activities

Scoring Guide:

2 points	Complete response: two appropriate ways to control loss of rain forest areas
1 point	Minimal response: only one appropriate way
0 points	Other

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